

provider will communicate with the student's teacher the course of supplemental service proposed for the student to ensure that the plan is consistent with the local district's content and instruction. SuccessMaker provides for an initial placement assessment that will locate the student's starting level. The instruction appropriate for that level, including determination of the optimal sequence of instruction, will be discussed with the student's teacher prior to the start of supplemental services.

c. Describe logistics of providing service to eligible students.

St. Clair County Intermediate School District (ISD) will be prepared to provide services to eligible students within three weeks of the beginning of the school year. The teacher will first identify the student and the achievement challenges; the building will identify the student as one needing supplemental services; the building will notify the student's parent(s) of the supplemental services choices and will receive parental permission for the student to receive these services; and the ISD will be contacted regarding the need for services. The ISD will then contact the student's teacher to discuss the identified benchmark(s). A pre-assessment and post-test will be created using the SuccessMaker software. The student will then be scheduled for this supplemental service within the student's school building.

2. Indicate who will provide the instruction, their qualifications, and the ongoing support they will receive.

Highly qualified teachers, as defined by NCLB, will provide the supplemental instruction. These teaching positions will be posted within the county. It is anticipated that teachers within the St. Clair County districts will apply for these positions. These supplemental services instructors will be in regular contact with the Intermediate School District's (ISD) Director of Education Services. The service provider will periodically meet with the Director of Education Services to review the progress of the students receiving services and any problems and/or challenges experienced by the service provider. The SuccessMaker program provides student reports indicating assessments, tracking and forecasts of student progress. Communication between the student's teacher, building administrator, and district curriculum director will be easily accomplished due to the sound relationship already present between the districts and the St. Clair County Intermediate School District. Feedback between the student's building and the ISD will be continuous. The service providers will be encouraged to ask for assistance and/or additional resources. These service providers will be evaluated by the Director of Education Services.

3. Provide evidence of the program's effectiveness in increasing student achievement.
SuccessMaker Enterprise content is criterion-referenced and is aligned with Michigan's standards.

Edgewood Elementary in Fruitport, Michigan has used SuccessMaker Enterprise for a number of years. Their comments are as follows:

The students' consistent use of Pearson Education Technologies courseware over the past six years is evidenced in their MEAP (Michigan Educational Assessment Program) test results.

- *Between 1996 and 1999, the percentage of fourth grade students who scored a Satisfactory (the highest level) on the MEAP Math test increased steadily each year, from 51% in 1996 to 72% in 1999, an increase of over 20 percentage points.*
- *Fourth grade Satisfactory Reading scores increased as well, from 38% in 1996 to 59% in 1999.*
- *The most dramatic shift in both Satisfactory and Low scores occurred from 1997 to 1998. That was the first year that the fourth graders tested had used Pearson Education Technologies every year since they were in first grade.*
- *The number of Satisfactory scores increased from 54% to 70% in Math and 36% to 53% in Reading; low achieving students dropped from 20% to 6% in Math and 31% to 16% in Reading.*

In both SuccessMaker Reading and Mathematics courses, the average performance of Edgewood Elementary students in grades one through five was above target during the 1999-2000 school year. By April, all five grades had either progressed to the next level in Reading (example: a 4th grader working at level 5.0 or higher) or were fairly close to it. Average performance on the Math course for all five grade levels was at or above target as well.

Describe evaluation, monitoring for effectiveness and communication process.

a. Describe how the program will be monitored for effectiveness.

The service providers will periodically meet with the Director of Education Services to monitor and evaluate the program's effectiveness. Formative evaluations will be completed during all phases of the program.

b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.

Progress reports, part of the SuccessMaker program, will be provided for each participating student. The reports will show overall course performance and will allow for timely intervention by the teacher and course adjustments as necessary.

SuccessMaker's power lies in its adaptability to each student's skills and needs.

Components of this program include the following:

Skill areas in which a student is having difficulty are identified which will, in turn, drive individualized instructional decisions made by the teachers.

Continuous progress assessment adapts the course to the student's skill level. This is designed to create a successful learning experience and supports steady academic growth.

The tutorial intervention employs a variety of instructional strategies when students have difficulty in mastering a particular concept. Intelligent branching selects appropriate strategies for learning.

Content distribution strengthens conceptual understanding for individual students by adjusting content to give weaker concept areas more emphasis.

The program's retention check automatically activates at intervals during the learning process to ensure retention of previously presented skills.

As mentioned previously, the overall pre-assessment and post-test will be developed by the ISD (with teacher input).

c. Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary).

Written assessment and progress reports will be generated for each participating student. A portion of this report will include SuccessMaker's course report. This report is designed to communicate key information about a student's progress to the student, the parents, and the student's teacher. Supplemental service provider teachers will discuss each student's progress with the student on a weekly basis. Parents will receive bi-weekly reports measuring student progress. The student's classroom teacher(s) will receive email updates and progress reports. The district will receive quarterly reports on student participation, progress and achievement level increases.

4. Indicate the pricing structure for providing supplemental services.

There will be no direct charge to eligible St. Clair County students. As provided by law, payment to St. Clair County Intermediate School District by the school receiving services will be made based upon the supplemental services formula created by that building.